

Bulletin of the Department of Secondary-School Principals of the NATIONAL EDUCATION ASSOCIATION

VOLUME 20

APRIL, 1936

NUMBER 61

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THE DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS
OF THE NATIONAL EDUCATION ASSOCIATION

H. V. CHURCH, Executive Secretary
5835 Kimbark Avenue, Chicago

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THE PLANS OF THE AMERICAN YOUTH COMMISSION

HOMER P. RAINEY,

Director of the Staff of the American Youth Commission
of the American Council on Education

There has been established under the auspices of the American Council on Education a commission known as the American Youth Commission. The work of this commission should not be confused with the National Youth Administration. The American Council on Education is not a governmental organization. It is composed of a voluntary membership made up of the colleges and universities of the country, and other educational organizations. Since its establishment, the Council has been a central organ of coöperation and coördination which has promoted common action in matters of common concern. The Council devotes itself to scientific inquiry, to the provision of machinery for consultation, and to the stimulation of experimental activities by institutions and groups of institutions. Through conferences and investigations it seeks to clarify educational issues of national significance, to define problems, and to enlist appropriate agencies for their solution.

In line with this purpose the Council last year organized the American Youth Commission. Within the last six years the problems of youth have become a national youth problem. After careful and thorough consideration it was felt that a major investigation of the American youth problem should be undertaken by a commission of outstanding American citizens, and that this commission should be given broad powers. Accordingly such a commission was established. The major purpose of this commission, as expressed by the committee which formulated the project, is "to undertake an extended inquiry into, and formulate comprehensive plans for, the care and education of American youth". This commission is further instructed to endeavor to integrate contributions that have been made or are being made for the solution of this problem, to stimulate new contributions in fields hitherto un-

explored, and to encourage translation of the best that is known into practice on a nation-wide scale.

The American Youth Commission is composed of sixteen outstanding American citizens. They are as follows: Will W. Alexander, Resettlement Administration, an outstanding leader in the field of race relations; Newton D. Baker, eminent attorney, Secretary of War in the Cabinet of President Wilson from 1916 to 1921; Ralph Budd, President, Burlington Lines; Lotus D. Coffman, President, University of Minnesota; Dorothy Canfield Fisher, Authoress; Willard E. Givens, Executive Secretary, National Education Association; Henry I. Harriman, Chairman of the Board, New England Power Association, past-president of the Chamber of Commerce of the United States; Robert M. Hutchins, President, University of Chicago; Rev. George Johnson, Director, Department of Education, National Catholic Welfare Conference; Chester H. Rowell, Editor, *San Francisco Chronicle*; William F. Russell, Dean, Teachers College, Columbia University; Mrs. Edgar B. Stern, well known civic leader; John W. Studebaker, U. S. Commissioner of Education; Miriam Van Waters, Superintendent, Massachusetts State Reformatory for Women; Matthew Woll, Vice-President, American Federation of Labor, and Owen D. Young, lawyer and corporation official.

You will doubtless be interested to know how the Commission interprets its functions and what its plans are for the study of this problem. From the statement of the objectives which I gave you a moment ago, it is clear that the functions of the Commission are very comprehensive. This was done with deliberation. The terms, "care" and "education," were chosen after long deliberation to include all the major needs of American youth between the ages of twelve and twenty-five. The Commission is taking this responsibility seriously and expects to study not only the educational needs of youth, but all of their needs. It was clear from the beginning that this should be done. The members of the commission were definitely selected upon that basis. You will note from the list of the members of the Commission that only six of the sixteen members are from the field of education; the ten others are chosen from other areas of American life and thought.

The Commission is financed by a grant from the General Education Board. The grant is in two parts. They have ap-

propriated \$100,000.00 per year for five years for overhead or administrative purposes, and have appropriated an additional \$300,000.00 to finance special projects submitted to it by the Commission.

It should be emphasized here that the Commission is to take a long-range view of its problem. It is not concerned primarily with relief or emergency measures. It will not seek to become an administrative or a promotional agency. It will seek to do some rather long-range thinking and planning in behalf of American youth. It should be emphasized also that its problem is much larger than simply a consideration of the educational needs of youth.

In inaugurating its program, the Commission feels that it should in the early stages of its work attempt two major problems. In the first place, there is felt a need for a definition of the youth problem in as great detail as possible. It is true that we have always had problems of youth, but it has only been within the last five or six years that a distinctive youth problem has emerged. The emergence of this problem has been so recent that our knowledge of the major factors of it is quite inadequate. It is our purpose, therefore, to attempt a comprehensive analysis of the factors in the problem and to make a composite picture of them so that we may be able to say to the American people and to the organizations and individuals interested in the problem what the major factors of the problem are.

In the second place, the Commission feels that it should attempt a comprehensive evaluation of work that is now being done in behalf of youth by the many hundreds of organizations working in the field. There are literally hundreds of such organizations. It is well known that their activities have little or no correlation; that there is a great deal of overlapping and duplication of efforts, which results not only in waste of energy and funds, but in confusion and even frustration. It is known also that there are large areas of youth that are not being served by any agency whatsoever. The Commission, therefore, proposes to make a series of studies upon at least five levels, to determine first of all how the needs of youth are being met on these levels, and in the second place to secure data upon which to plan a comprehensive program for their care and education. The Commission plans in this

connection to study the agencies related to the Federal Government. It plans to make a comprehensive study in a selected state. It plans a similar study in a middle-size city of approximately 250,000 to 300,000 population. It plans a similar study in a relatively small city of approximately 20,000 to 25,000 population. And finally, it plans to make a similar study in a selected rural area.

The Commission feels also that in the early stages of its work it should deal largely with the larger social aspects of the youth problem and reserve for a later date the investigation of more particular aspects of the problem. It does not seem practical to attempt a series of explorations or projects into particular problems until the Commission has made sufficient study of the larger aspects of the problem to be able to formulate a comprehensive program of activity. Only in this way will there be unity in its work. Each project that is undertaken should have a definite relationship to the total activity of the Commission.

The Commission interprets its function to be broader than mere survey activities. As a matter of fact, it has been stressed from the beginning that something more than "just another survey" is expected. In seeking to find ways and means of translating into action the best that is known on a nation-wide scale, the Commission interprets its functions to include a wide range of possible activities. These activities will include on the one hand the discovery of successful activities in various parts of the country and make available these successful techniques to other interested individuals, organizations, and communities; and on the other hand, the Commission will not hesitate to enter the fields of demonstration and experiment if in its judgment it is desirable to do so. If it attempts any activities in the nature of experiments or demonstrations, it will set up experiments only after it is convinced that a given area is not at the present time being sufficiently explored, and if there are no other agencies that are in the position to carry on such experiments; and in the second place, it will not enter into an experimental situation without complete freedom to determine the nature and course of the experimentation.

From what I have just suggested, I should like to emphasize that the Commission is anxious to cooperate with every

agency and organization working in the field and that it conceives one of its major functions to be the integration and co-ordination of research programs and activities of all the agencies and organizations working at one or more aspects of the youth problem. There is tremendous need for such correlation. There is a tremendous amount of research being carried on at the present time in the various areas of the youth problem. The Commission, therefore, wishes to be of service in this connection and invites the coöperation of all other agencies concerned.

In this connection, we are particularly anxious to work in the closest relationship with your organization. Under the chairmanship of Dr. Thomas H. Briggs of Teachers College, your committee has just completed a large study on the issue of secondary education. One of the special problems assigned to our Commission is to evaluate the goals of secondary education. I am sure that our Commission will want to correlate its work in this field very definitely with the work which your committee has done, and to build upon the constructive foundation which it has laid. I should, therefore, like to suggest that we seek a definite means of relating the work of our respective organizations. I assure the Department of Secondary-School Principals that our Commission will welcome such coöperation.

You will doubtless be interested to know some of the other plans which our Commission has in mind. In addition to the two major projects outlined above, the Commission is undertaking to make a comprehensive analysis of the characteristics of youth and an evaluation of the influences to which they are subject. In order to deal with this problem more adequately, we are attempting to isolate the major problems of youth into large areas. In a preliminary inquiry we have classified them as follows: (1) A Study of the Youth Population; (2) Health; (3) Social and Economic Security; (4) Education; (5) Recreation; (6) Juvenile Crime and Delinquency; (7) Rural Youth; (8) Youth Among Racial Minorities. The Commission expects to isolate the major issues in each of these areas and to plan programs of investigation to find ways of meeting these needs.

The Director and the members of the staff have published a preliminary analysis of the factors in the youth problem un-

der the headings which I have listed above. The demands have been so numerous for this study that we are now revising it and preparing it for wider distribution. From our preliminary analysis certain factors stand out in rather bold relief. I shall indicate to you, in conclusion, some of these major problems.

1. *Health*—In the field of health it is clear, first, that studies reveal very large percentages of our youth suffer from physical disabilities of more or less major importance. For example, approximately one-third of all school children in certain cities that have been studied are revealed to have diseased tonsils, 34% have defective vision, and over 50% have defective teeth. Second, a large percentage of our population are unable to provide medical care. Third, the health needs of our youth are not being met under present conditions and it is doubtful if they can be met adequately under the present organization of medical services.
2. *Social and Economic Security*—In the field of social and economic security studies of the incomes of American families reveal conditions that make it impossible to provide the elemental necessities to a vast percentage of our population. A recent report by the Brookings Institution of Washington, D. C. reveals the following data:
 "Nearly 6,000,000 families, or more than 21% of the total, had incomes of less than \$1,000.00. About 12,000,000, or 42%, had incomes of less than \$1,500.00. Nearly 20,000,000 families, or 71%, had incomes of less than \$2,500.00. Only a little over 2,000,000 families, or 8%, had incomes in excess of \$5,000.00."
3. *Education*—The major facts here are, first, that we have not yet made good on our original commitment to give every boy and girl in American life the opportunities for secondary education. Approximately 60% of the secondary-school population are now enrolled in school. Second, the system of educational support has virtually broken down. Third, society cannot, under present conditions, continue to absorb the ever-increasing number of graduates from the schools and colleges. Fourth, there is need for an

extension of the period of custody of youth at least two years. Fifth, a much greater differentiation of our program of secondary education is needed to meet the varying needs, interests, and abilities of our school population. There are many who believe that this problem may call for new types of schools.

4. *Recreation*—Preliminary analysis of this problem reveals that our provisions for the increasing leisure of our people in terms of opportunities for recreation and a creative use of leisure time are thoroughly inadequate, and that this constitutes one of the most significant factors in the youth problem.

I shall mention only one other area, and that has to do with the needs of negro youth. They constitute our largest minority population and represent an area of great need. It is among negroes in the Southern States particularly that we approach nearest to failure in providing secondary education for all youth of secondary-school age. It is estimated that there are at least 900,000 negro youth of high-school age not in school. In some States not more than 5% of the negro population of high-school age is actually enrolled in high school. In at least seven States the percentage is below 10, and in the State where it is highest it is only 48.9%. Other needs among negro youth are equally as urgent.

If there is any characteristic of our Commission which is unique, it is our humility in the face of such an overwhelming task. If there is any one fact which is clear to us now, it is that *we* cannot solve the youth problem. It can only be solved by the combined and concerted efforts of all of us. It is a problem of local communities. It is a problem of municipal, state, and federal governments. It is a problem of industry and finance. It is a problem of every agency designed to improve human welfare. And it should be emphasized in conclusion that it is a problem of, and for, youth themselves. After all, it is soon to be their world. It will be theirs to mold after the pattern of their own desires. Those of us of the older generations who have made a pretty sorry mess of things should not be too critical and too unsympathetic with their youthful ambitions to re-make their world more nearly to conform to their somewhat romantic ideals. If we have muffed our chance, let us rejoice in theirs, and wish them Godspeed.

THE YOUTH PROBLEM

CHARLES W. TAUSSIG

Chairman of the Advisory Committee
of the National Youth Administration

There are about 20,100,000 young people in the United States between the ages of 16 and 24; that is, one-sixth of the entire population. Of these, it is estimated that 4,000,000 are in school and college, 500,000 are in school on part time, 7,600,000 are employed in industry, 2,800,000 are young women married and not otherwise employed, 5,000,000 youth are not in school and are unemployed, of which number 300,000 are not seeking work. These last include the transient and disabled youth.

Now, the nearest approach to a youth movement in this country is the voluble (and fortunately growing more voluble) presentation of the case for the 5,000,000 not-in-school, not-at-work youth, by youth themselves. These spokesmen are loosely grouped into a number of youth organizations.

What do these spokesmen for youth demand? They ask for the opportunity to be educated, the opportunity to work, and the opportunity to be heard. And let us not forget that through some flaw in our social, political, and economic structure, some 5,000,000 young people have been deprived of these opportunities.

The government was under no illusions when it created the National Youth Administration that it could solve the problems of these 5,000,000 young people. At best it could only mitigate their distress and hew a path toward a more fundamental and permanent cure.

The economic aspect of the youth problem is but one phase of that great problem of adjustment that faces all of us and it is a mistake to try to set up youth as a special class. As a social problem, independent of the purely economic phase, perhaps, there is good reason to treat youth as a special group.

Briefly, this is what the National Youth Administration is doing. It is helping young men and girls between the ages of 16 and 25 years to adjust themselves to present day life economically, educationally, socially, recreationally, and culturally. As a means to this end, its program provides:

1. Educational aid to high-school pupils from relief and other needy families, by giving them part-time jobs at school with a maximum wage of \$6.00 per month; educational aid to needy college students at an average wage of \$15.00 per month, and work for needy graduate students at an average wage of \$25.00 per month.
2. Part-time labor on National Youth Administration and Works Progress Administration projects for youth from families certified for relief work.
3. Job-fact-finding classes and placement work in connection with the Federal Reemployment Service and State Employment Services.
4. Vocational and apprenticeship training in industry for both sexes.
5. Leisure time activities for all youths in communities in the various states.

High-School Students. In the case of high-school students who receive educational aid, the applicants must come from needy families. The maximum wage of \$6.00 is paid for work performed at school. This money may be used for essentials, such as books, carfare, lunches, and other necessary expenses. Principals of high schools have charge of the program in their schools and select the students who receive aid.

College Students. In the case of college students, young men and girls who could not otherwise attend college without this aid are given jobs at colleges accredited by the state and organized as non-profit institutions at an average of \$15.00 per month. Students are selected by college authorities and the work to be done is also determined by them. These workers cannot replace any persons regularly employed by the colleges.

Graduate Students. The regulations for graduate students are similar. They may obtain part-time employment at colleges and universities which offer master's and doctor's degrees of a non-professional nature. The students and the types of work are selected by university authorities. Wages may average \$25.00 per month for candidates for masters and \$30.00 for candidates for doctor's degrees.

Part-time Labor on Work Projects. Youths coming from families eligible for relief work may obtain part-time employment on relief projects when they are not the principal income-producers of a family. These boys and girls may work

on a one-third basis, not over 44 hours per month, with a maximum salary of \$25.00 per month.

Job-fact-finding Classes. Any young man or girl out of full-time school and seeking employment may attend National Youth Administration job-fact-finding classes set up in many counties throughout the Nation to give practical information on what vocations and professions are over-crowded and which offer opportunities for employment, the minimum educational requirements for each, income expectancy and other salient facts about job-finding and careers. In any given trade or profession a youth may thus find out what his chances are in his chosen vocation by attending the evening session of a class dealing with that vocation or profession.

Placement in Private Industry. The State Employment Services and the Federal Reemployment Service are operating in conjunction with the National Youth Administration and rendering a special service in assisting juniors to find employment in private industry.

Vocational Training. This training for young men and girls is being provided through two mediums:

1. In informal leisure-time classes and courses conducted by various public and private youth agencies with assistance furnished by the National Youth Administration, boys and girls are trained to fit them for employment in various types of private industry.
2. The National Youth Administration coöperates with State Boards of Apprenticeship Training to make available under proper and legal conditions as many apprenticeships as possible to the youth of the country.

Leisure-Time Activities. Recreational opportunities for youth are being importantly increased by detailing to public and private recreational organizations extra National Youth Administration personnel so that the programs sponsored by these organizations can be materially expanded and extended. The National Youth Administration coöperates with but does not compete with existing organizations.

Recreational Personnel. The personnel detailed to recreational activities is picked in general from the relief rolls and from the files of the Employment Services, from those people who by experience are qualified to do leadership work among

youths or who can be trained readily because of partial qualifications. Some youths are chosen to give part-time service. Ten per cent of these may be chosen for supervisory work from sources other than relief rolls. Wages of these workers are determined by the scale established by the local divisions of the Works Progress Administration.

From this brief summary of the work of the National Youth Administration, you perhaps have already noted the stress laid on decentralization. We realize not only that there is no national way to treat all youth but also that even in states the administration of the work must be broken down into community groups.

Schools and colleges qualifying under the general regulations of the National Youth Administration are allotted funds to take care of 12% of their enrollment. The selection of the youth and the work which is given to him is entirely in the hands of the individual schools and colleges without any interference whatsoever from the National Administration.

The function of the National Advisory Committee is to advise on the youth problem as a whole and, for the purpose of more efficient functioning, the Chairman of that Committee has appointed a number of sub-committees which treat with particular problems, such as education, youth surveys, rural youth problems, recreational problems, minority racial groups, etc. The more intimate problems of youth are turned over to State and Community Advisory Committees. These committees are rendering a very valuable service and I believe constitute the first organized effort to give personal attention to substantially all the youth of the country. There are approximately 1500 such committees already at work, made up of about 15,000 representatives of labor, industry, education, recreation, youth, churches, and youth organizations. The members of all the Advisory Committees from the National Committee to the local community committee serve without pay and are appointed locally—not in Washington.

Probably no other enterprise of the present Administration, with the possible exception of the C.C.C. Camps, has received the enthusiastic response that the National Youth Administration has from all over the country. The report which I received recently shows that we have actually given work to 425,500 young people, of which 325,500 are in schools

and colleges. By the end of this month (March, 1936), at the present rate of employment, we should have well over half a million young people at work.

So much for the outward aspects of the youth problem and our efforts to meet it.

As important and immediate as is that phase of the problem, the fact that within five years these same 20,000,000 youth now between the ages of 16 and 24 will represent the sovereign power of our democracy is of momentous importance. What happens to the minds and bodies of these youths within the next five years will determine the future of the United States.

I find close and intimate contact with youth most stimulating. Although in some cases, one finds them dejected and broken by the apparent hopelessness of their situation, in most instances their shoulders are squared and their chins are up. They state their case simply and sincerely. They want jobs. They want more education and, in some cases, are critical of our present educational system. They want to marry at a reasonable age and have their own homes; and, particularly in the case of college men and women, they want to participate in government and to exert their influence to prevent war. The latter is rather interesting and significant, for I find that among those youth who have had an opportunity to get a reasonable education, once they are beyond the immediate need of sustenance, their major thought seems to be on methods of preventing war. While the youth of most of the European countries have gone nationalistic to the nth degree, the American youth's imagination roves the entire world and they are anxious to lend their weight to forward international coöperation and amity.

Perhaps a partial solution of the youth problem would be to make it possible for every qualified boy and girl to extend his period of education on an average of four or five years, and while preparing for enlightened citizenship be removed from job competition. This is not such a startling suggestion when we remember that even in the age group from 10 to 18, where there should be no controversy as to the need of schooling, we find 1,558,162 young people no longer in school. There is another factor which points again to education. History shows us that substantially all social reforms have had to con-

tend with the opposition of business. It is only very recently that business has commenced to take a long-range and broader view of things. I recall the almost uniform opposition to the establishment of the Federal Reserve Bank during the administration of Woodrow Wilson. To-day, the same business and banking groups that opposed this measure regard it as only a little less sacred than the much discussed Constitution. The eight-hour day met with hearty disapproval; yet to-day it is accepted as a forward step by the business community. How much easier of solution our problems would be if the next generation, our present youth, who must ultimately take over our business institutions, had a different point of view than have we; if we could rely on them to carry on efficiently the individual enterprises of the nation and yet regard them as a part of the whole scheme of things and advocate rather than oppose those things that will make for a better ordered and more just society. If our institutions are to stand, we must prepare the youth of to-day for a to-morrow, which in its complex problems of society and government will make our present difficulties appear trivial.

In reviewing the problem of youth and its relation to democracy, we cannot overlook the present trend toward skepticism, materialism, and away from religious training. The remedy for this, of course, is largely in the home and the church. The backbone of a democracy has always been character. A classic example, of course, is Athens at the time of Pericles, and its subsequent decay. The basis of character has always been grounded in faith. True our immediate problems are urgent and complex, and probably require some extremely practical and tangible remedies, but we can not overlook the spiritual factors which alone prevail when we consider our era in perspective, for we must remember that, on the long sluggish river of history, our present accelerated pace, our turbulent clashing of social and economic theories, our stupendous and revolutionary advance in science and technology, the whole cacaphony of what we now call civilization, will appear but as a ripple from some passing breeze. These things do not change the mighty river's course, but a man talks quietly in a grove in Athens; a king's son meditates under a wild fig tree; a Babe is born in a manger, a teacher gently leads a groping youth, and the river overflows its banks, and finds a new channel in a fairer valley.

THE PROBLEM OF BEING YOUNG

THOMAS F. NEBLETT, *President*

National Student Federation of America

Although I am an officer of a national college student organization I prefer to discuss with you as an individual who happens to be within that age group in America which has been referred to as the problem. Perhaps I might hold myself up as exhibit A. Anything that I have to say will come of my own experience and study. I am deeply interested in a more adequate program,—community, state, and national,—to help young people find the proper adjustment in our American democratic system and, having done so, to contribute to its enrichment and perfection. I do not want to represent a youth group or class here. For I am told that the correct picture of youth coming of age is the struggle of youth against old age.

There is no need for me to repeat a drab and sordid story of the present plight of youth. There has been a lot spoken and written by public spirited people who have become alarmed about the "youth problem." Some are giving lip-service to a present popular cause. But you, in your to-day grapple with the tremendous task of helping young people find their rightful place amid economic, social, and political confusion are keenly aware of what the problem is. It is now time that we get down to earth and think in terms of permanent planning.

At the outset I must confess that I am a bit puzzled by the current usage of the term "youth problem." There is no one problem which can be shifted upon a certain age group and labeled youth problem without taking into consideration the problem of all age groups. All of the so-called youth problems must be seen and solved in view of the problems of business, education, and government for the entire nation. The problem of youth is the problem of democracy. The fundamental principle upon which the democratic organization of society is based is the principle of equality of opportunity. There can be no democracy in America until equality of educational opportunity, equality of economic opportunity, and equality of political opportunity are guaranteed every citizen in America, no matter what age, race, religion, or political belief. Put this simple principle into practice and there will

be no youth problem. Only will the individual problems of youth be solved when the social problems that face all of us are solved.

Certain inequalities do exist in America, however. And these inequalities, whether in education, economics, or in politics, bear heavily upon certain age groups. The one age group which has suffered most from the burden of circumstances and which has received considerable recognition of late is the one group which has had the least to do with the maddening drift into the present unhappy social scene. This age group includes the 20,100,000 American citizens between sixteen and twenty-five years of age. This is the youth of the land, who are soon to be the trunk of our body politics.

As civilization has become more confusingly complex it has become more and more a problem of society to absorb raw recruits from the ranks of the young. Not only is this true in America, but in practically every country of the world. This condition became peculiarly significant in the years that followed 1929 and accompanied the world-wide depression. If the depression were given another meaning than depression in terms of market values, it would indeed be the depression of youth. Like a dammed stream the normal influx of younger people into their rightful positions in society has been cut off at the source. A dammed stream in time either becomes stagnant or changes its course.

The International Labor Organization reports that the percentage of unemployed persons and those not in school under the age of twenty-five is about one quarter of the total number of unemployed persons of all ages. This ratio of unemployed, out-of-school youth to the total number of unemployed is practically the same in every country of the world.

Since society is either unwilling or unable to so adjust itself so that the newcomers are inducted into life's activities, society may well concern itself with its posterity. A nation's posterity should be its chief concern. Some nations have sought to solve this problem by broadening it. They are perverting the patriotic ideals of youth and exploiting their healthy bodies by dressing and drilling them in snappy uniforms, sooner or later to be lead away by a pied piper into the bottomless sea of war. Others are attempting to solve the problem by refusing to admit its presence.

The young people themselves have been unwilling to sit down in the stalls and admire the scene, trusting the hand of destiny to right all things in time. Out of impatience and ingenuity youth in every land have organized, proposed, and opposed plans for the solution of their common problems, present and future. So-called youth movements are the topics of much discussion to-day. The dramatic appeal of the expression of youthful ideas and ideals has caught the public eye in practically every land.

In each country the primary motive of the youth group is to make the nation and the world a better place in which to live. This is healthy and is as it should be. The contribution of each generation totals to make progress. There must be a steady infusion of new blood from the bottom. The expression of fresh ideas growing out of the ideals of youth must come with each generation.

But there is another question which should be considered. And that is, just how much of this youth expression is really an expression of youth? How much is it the exploitation of youthful energies by pressure groups and political parties?

In this regard, the youth of America are in a rather unique position. To date in practically every country, with the exception of Great Britain, the energies of the student and youth groups have been used by older leaders to put over an idea which has no connection with anything new or young. The Black Shirts of Italy are necessary if Mussolini is going to win a war. The Hitler Jugend is an adjunct to the Nazi power. But in America, fortunately, so far there is no one group of young people which dominates all others and with one or two exceptions, the organized youth are not tools of a pressure machine. It would be a great American tragedy if the youth of America became regimented by one group or another to spend their energies in the same way as millions of Italians and German boys and girls are spending theirs. There are signs which indicate that the most likely direction from which the piper's notes may flow is not Moscow but California, if they don't enforce the income tax too soon. The patriotic Rover Boys of America will fall in line with the United Daughters of to-morrow's American Revolution and parade with banners printed complimentary by the presses of the 110 per cent American Freedomism Commission. Or per-

haps from those great patriots who would like to swear that we will not feed our minds upon intellectual food grown outside America. This campaign might come under the slogan "American goods for American men—Buy American!"

Suffice it to say, the organized youth of this country are healthy and should be heard. Many mistakes can be avoided if the youths themselves are consulted. Much can be accomplished by coöperating with the youth organization in working out the solution to the problem which so vitally concerns them.

The burden of preparing young people for their place in our democracy has always fallen heavily upon the communities. The responsibility for this continuous adjustment service has rested upon the state and local governments. Individual and private group enterprises have offered facilities to help our country properly and normally absorb each new generation. There is no question in my mind that local community and private enterprise should continue bearing the major responsibility in enabling youth to adjust themselves to modern condition from year to year. However, with the development of widespread economic complications during the last six years, the communities have been unable to care for this normal process. Therefore the help of the federal government has become indispensable.

It is interesting to point out here that certain communities and certain states have never provided an adequate educational and adjustment program for the young people within its boundaries, and it is not because the people of the state don't want to pay out the money. The State of Mississippi spends a higher percentage of the annual government income for education than does any state in the Union. And yet in Mississippi the average annual expenditure per pupil was *less* than any state in the Union. If all the annual income for government purposes in the State of Mississippi were spent on education alone the average annual expenditure per pupil would not be equal that in a dozen other states. Certain states do not have sufficient wealth to finance decent education. The only way that equal opportunity for the children of these states can be guaranteed is by some form of financial assistance from the federal government.

Since 1933 the federal government has realized this problem and has set up programs to help the communities meet

the needs of the thousands of boys and girls who were idle, wandering, or being exploited. More than \$400,000,000 has been spent by the present administration through subsidies to education and to the youth of the country. The effectiveness of community and private enterprise has been strengthened by these emergency grants. But the present dilemma cannot be passed off as simply a hill we have to get over. Once the so-called emergency is passed the federal government is still going to have to face a problem of youth adjustment which is equally as important as the present crisis—if not more so. It should be viewed as a long time enterprise. The benefits of experience in recent federal aid must be utilized in the establishment of a *permanent federal adjustment program for youth* closely coöperating with and assisting the local communities, for, in the final analysis, the *control* of such a program should rest with the communities.

There is no question that the nation has benefitted by the relief measure of the present administration. The temporary measures taken by the federal government to meet the individual needs of the young people have relieved us of considerable stress. 3,275,000 of the 20,000,000 of us have been temporarily cared for. 400,000 are in the CCC. 364,000 are receiving relief grants from the NYA to stay in school or college. The remainder are on the work relief rolls or enrolled in temporary relief projects.

A Federal Committee on Apprentice Training is maintained in the Labor Department to "effect the proper introduction of young people into industry." But this is a service body and with the possible exception of the CCC camps there is no assurance that the remaining two and three-quarter million young people now on relief will receive any assistance after July first.

We can try all the absorbing we want to, but agriculture, manufacturing, and commerce, the three occupations giving employment to the greatest number of the 7,600,000 now employed, cannot give jobs to these newcomers in any large numbers. All other fields, except perhaps, domestic and personal service, are shut to them. A permanent program administered largely through federal funds must be launched if the nation's youth is not to go into dry rot and stagnation.

Simply to prolong the relief projects will be an evasion of the responsibility which now squarely faces the federal,

state, and local governments. What is most needed is a program for the greater development of strength of character, self-reliance, and self-confidence on the part of the youth of the country. 300,000 young people, and the number is increasing, are neither in school, nor working: nor are they looking for work or for a chance to go to school. Those who have accepted high-school aid this year have been forced to the humiliation of *going on relief*. If aid is given students in the future this qualification must be removed. Education should not be considered relief.

Anyway, instead of providing funds to give *relief* to youth, it would be far better to give them the assurance that their lives would be moving, not marking time. They want to feel that they are a part of the American scheme of things. As long as youth is simply relieved, there will be no solution to our problem. We might as well take in each other's washing.

What is most needed is a program to give an *opportunity* for youth and not *relief* to youth. *Relieve* more of his *responsibility*. Guarantee all an *opportunity*.

Community and private enterprise wherever possible should accept major responsibility for a more adequate program to prepare each individual child for life service in the community and to absorb these young workers on a healthy and long-term basis. And in such an important social operation the federal government must pick up the loose ends, help the communities which are unable to finance the program, and to supplement what is now being done in the communities with an improved permanent national youth service. The very future of our government is bound up in the success of such a process.

The first thing that such a national unit might well concern itself with is the centralization and elaboration of the study now being carried on by practically all the departments of the federal government to determine the character of youth problems that now exist, and as they arise; to find solutions to them; and issue such information as it is discovered. Special research should be made into those problems bearing on education, occupational guidance, leisure time, and employment. Occupational trends should be observed and recorded. The results tabulated should be furnished institutions to assist

them in guiding youth into those channels of work which have employment prospects.

As the expiration date for the existing federal youth agencies approaches, the experiences and conclusions of the administration should be brought together and serve as the basis for future operations. It would seem likely that each department would be called upon to perform a certain function in aid to youth. There seems to be no need to have the duplication which now exists.

Recently the President indicated his desire to see the Civilian Conservation Corps, in modified form, made a permanent national enterprise. The CCC has demonstrated capacity not only for conserving the natural resources but also for affording young men useful experience, employment, and healthy contact with open air work. Whatever is done with the CCC should be done with the experience of all existing agencies. Since the War Department was asked to handle the organization of the corps and the construction of the camps, because no other department was equipped at the time to do it, there is current feeling that the management of a permanent CCC should be in the hands of another department. Perhaps the Department of Interior, since that Department is chiefly concerned with the two aims of the CCC, education and conservation.

It seems necessary that the permanently useful portions of the present National Youth Administration and the Federal Apprentice Committee should be put together and used as a nucleus for a continuous service unit on youth affairs. Several youth and student groups, including the National Student Federation of America, have gone on record as firmly supporting the plan of federal grants to needy students and strongly urge that this practice be continued. At a meeting of student body officers from over one hundred leading colleges at Kansas City in December, it was unanimously agreed that funds should be made available for this and additional youth services when the NYA expires. The American Youth Act is now before Congress and is backed by many different organizations. It would provide educational opportunity and employment for all young people between the ages of sixteen and twenty-five. Other expressions indicate general endorsement for a more centralized and definitely directed national youth program.

A hasty appraisal of the present program will show that service to meet the needs of the unemployables, the female unemployed, and recreational needs of youth in general are apparently lacking. Therefore, these three things should be kept in mind for any future planning.

The problem of the unemployable youth, resulting from idleness and physical and mental handicap deserves special consideration. There is a large new group of young people who have become unemployable because of idleness. This group has gradually increased since 1930.

According to the census there were approximately 12,000,000 young people between the ages of 16 and 24 gainfully employed in 1930. The American Youth Commission estimates that between 1930 and 1935 this number of gainfully employed *decreased* 35 per cent. There are about 7,600,000 gainfully employed to-day. A large number of the unemployed to-day have never had employment. They have been idle. The idleness itself is a problem enough for us to figure out. But in addition to the problem of furnishing the opportunity to put the hands of these young workers into productive tasks there remains the problem of rehabilitation before a great number of them will be fit for employment. Every day a young person remains in enforced idleness, his ambition, his desire to even get a job sinks heavily within him.

Mental delinquents are increasing in number. The statement is made that, "of the 7,000 children born every 24 hours in the United States, one in every 26 who reaches maturity is destined to become insane."

In spite of the rapid strides in the development of medicine, the country is benefitting relatively little from scientific treatment. One of the chief problems of youth is the problem of staying alive, to say nothing of staying in school or getting a job. The American Youth Commission reports that less than 7 per cent of our people have physical examinations each year and less than 5 per cent are immunized against disease. Forty-two per cent of all deaths in 1932 were postponable through *known* preventive means. Sixty-five to ninety-five per cent of the school children examined in six selected cities had more or less serious physical defects. It is a sad commentary on our democracy that medical care is not distributed according to

need but according to ability to pay. The cost for living or dying is still what the traffic will bear.

Special health camps, clinics, and health centers must be organized in each state. Each unemployable boy and girl should be carefully protected from being forced into the labor market. Care for these persons is a charge of government and should not be left to the noble, but haphazard private charities. Rehabilitation studies should be made and a program launched on the basis of these studies.

It is significant that there is a higher percentage of total unemployment among women than among men. Only about a third of the 7,600,000 gainfully employed are girls. Although there are a few camps and centers for girls only, the problem of unemployed out-of-school young women is sufficient to warrant special consideration.

The entire field of recreation has been left largely to private enterprise and initiative. The communities have not met the increasing demand for the constructive use of leisure time. A work program could well be launched by the federal government in coöperation with the local governments to provide recreation. At the same time it would offer a new field of employment to the young people who must soon find jobs. It would encourage the trend toward culture and the arts.

In any program for the future, early employment should be guarded against and carefully supervised. Short-sighted measures for young persons between fourteen and eighteen will only complicate the general problem of unemployment among youth. Any plans for persons within this age limit should seek primarily to keep them in school and at home. It is easy for a person fourteen to eighteen to get a job. There is little difficulty in getting employment at this age level. But this employment is inevitably in blind-alley jobs, to say nothing of the social and economic consequence of child labor. The 1934 Annual Conference of the National Union of Teachers found that in Great Britain seventy per cent of the boys who leave school at fourteen go into jobs that neither lead to better positions in life nor prepare for another job.

It would thus appear that if special consideration could be given to this age group between fourteen and eighteen that the problem as a whole could be attacked more effectively. The minimum age for leaving school and being admitted to employ-

ment should be fixed at not less than sixteen years. Juveniles, that is persons under eighteen, who are over the school leaving age and are unable to find suitable employment should, where the organization of the school allows, be required to continue full-time attendance at school until suitable employment is available. Maintenance allowances should, if necessary, be granted to parents by the competent public authorities during additional periods of training. If this age level could be given additional instruction in practical vocational training, in a few years the labor market would be relieved of the blind-alley occupational groups among youth and the cumulative bad effects upon youth of this age would be avoided.

A study recently completed in the State of Connecticut and covering 43,106 unemployed young men and women under twenty-five years of age who had applied for work in the fifteen state and federal re-employment offices in Connecticut during the period of one year, revealed these facts:

Over forty per cent of them were untrained for any kind of work.

The few persons who had had employment, obtained it by chance method rather than by any planned selection of occupation and careful training to enter it.

Such occupation, selection, and training should not be regarded as a complete solution of the problem of unemployment of youth. For more than fifty per cent of those in industry work at more or less routine jobs. But it is significant that in the midst of all this unemployment there is work for young people prepared in trade schools. The State Board of Education in the same State of Connecticut reports that each year since 1930 the Hartford Trade School has placed eighty-six per cent of its graduates in their trades or related trades, within three months after graduation. Within six months ninety-six per cent of the students had been placed.

Prolonged general education simply as an alternative to unemployment will do little good. School attendance is not always a good thing. School attendance is *only* desirable if the student is *interested* in his school work. Simply to enforce attendance at school where students have no real interest in the program or have anything to which to look forward in the nature of a job, tends to reduce the degree of employability

of the young person involved and their prospects for future success on the job.

The social benefits of a program to protect this age group both in an economic and community sense would very quickly be felt in American life. There would thus be created a better balance between juvenile and adult labor employment. A direct result would be the protection of labor standards by blocking the flow of cheap juvenile labor into the labor market.

As a part of a national plan for the future development of our human and natural resources a youth program can be so administered that a genuine recovery service for the whole nation will result. It may well begin a permanent work for American youth which will directly aid them in making a living and in being responsible, participating members of society.

The present emergency needs of youth in America are plain. It is necessary for the emergency programs of the local, state, and federal governments to put first plans to meet the material needs of the under-privileged youth. But in all the plans it is of great importance that the long-time view of youth in industry and education and community life in America be considered. Studies show that the problems of under-privileged youth were serious before 1929. Simply to provide a present need in an emergency period may soon lead to complications in future work for youth, and, in some instances, may merely delay an adequate national program for youth.

Whatever is done, youth should be considered a period of training and education for community citizenship, and not simply as fresh recruits of labor supply. A wise and generous provision for vocational training, for special work projects for youth, for continued directed relationships with the public schools, colleges, teacher-training institutions, and technical schools, would not only be sound social policy but its total cost would be far less than the economic cost of demoralized youth.

Digests

from

Professional Periodicals

MENTAL HEALTH NEEDS GUARDING

By GARRY C. MYERS

Condensed from *The Journal of Education*, March 16, 1936,
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What do we mean by mental health? "That person has good mental health who manages himself well, gets along agreeably with other people, and seldom worries. He makes his feelings his friends, not his enemies. He builds in himself those habits he knows to be most useful to him as an individual and as a member of society. He works hard when he works, and plays hard when he plays. Others like to work with him and play with him. When he has a job, he does it wholeheartedly, and never seeks excuses to postpone it or to run away from it. He has the courage to face tasks he knows he ought to face. He is not a quitter or a coward. He doesn't try to fool himself or others, nor does he pity himself. He is ever ready to accept the consequences of his own shortcomings and does not blame others for his failures.

"Mental health is not a measure of how smart or intelligent a person is—some very brilliant persons become mentally sick, and some rather stupid persons enjoy excellent mental health. But it is a measure of how well a person uses his mind to get along with himself and others. A better word for mental health might be emotional health."

Several years ago E. K. Wickman made a notable contribution to mental hygiene when, from his careful investiga-

tion, he concluded that what the teacher is likely to consider serious behavior problems often are the least serious ones, from the standpoint of mental health. He found that the personality and behavior problems which rank highest in order of seriousness are: unsociableness, suspiciousness, unhappiness and dejection, resentfulness, fearfulness, cruelty or bullying, being easily discouraged, suggestibility, being overcritical of others, sensitiveness, domineeringness, sullenness, stealing, shyness, and physical cowardice.

The teacher interested in the mental health and personality of her students will upon observing such traits get in touch with the parents concerned. In many instances she will urge these parents to contact a competent psychiatrist. The National Committee for Mental Hygiene will be glad to name one or several mental hygiene experts in or near any neighborhood. The teacher will be especially interested in the lonely, timid child at school and will find ways of helping him adapt himself socially to his schoolmates, encouraging him to participate in some of the extra-curricular activities. To this end those students who evince good social adaptations themselves will be induced to help the comrade who is weak in this respect.

OUR MAGAZINES: AN UNBALANCED RATION

By JAY MCKEE AND R. E. HEIGES

Teachers College, Clarion, Pennsylvania

Condensed from *The Social Studies*, March, 1936, pp. 149-156

Editorial Office: 204 Fayerweather Hall, Columbia

University, New York City

Practically every magazine found in the average library or home is used in some way as an agent of propaganda, furthering the specific interest of some individual or group of individuals. This is usually done without regard for, indeed, often contrary to, the interests of the readers. The instant reaction of disagreement which will greet the above statement is illustrative of the factor which, above all others, makes the magazines an effective instrument of propaganda.

Many methods are utilized by the periodicals in their efforts to control public opinion; the more important of these

may be summarized under four headings: 1) Space and omission; 2) Perversion; 3) Editorializing; 4) Miscellaneous technical devices. The amount of space which is accorded an event is usually quite independent of its importance. An occurrence detrimental to the interests advanced by the magazine will be confined to a small article, if mentioned at all. On the other hand if the occurrence will create an impression favorable to the principles for which the magazine stands, it will be emblazoned in long articles and will probably be given space in several succeeding issues. Another effective method of molding public opinion is simply ignoring the facts and publishing nothing which will lead the reader to accept a view contrary to that which the publisher desires him to have.

Since most magazines are journals of opinion rather than bulletins of information, that is, agents of news interpretation rather than news presentation, the importance of the editorial as a vehicle for magazine propaganda cannot be overstated. Another method employed by the magazine to aid in creating the desired impressions in the mind of the reader is the constant use of a number of technical devices such as the regulation of the size of print or the wording of headlines. Shade or size of print is juggled to fit the desires of the publisher. The relative position occupied by an article is often fixed by the impression it is likely to convey to the reader. If the probable reaction of the article will be favorable to the editor's policy, it will be emphasized by a position among the front pages. On the other hand, if a reaction subversive to the magazine's theories and interests is likely, the article will be buried in the last few pages.

Three important motives, operating independently or in combination, play a part in determining the bias which will be exhibited by a magazine: 1) The views of the publishers and editors; 2) The influence of sales or circulation; and 3) The reaction of the advertisers. It is impossible to believe that a magazine will not be affected, consciously or otherwise, by the desire or necessity of catering to the interests of the advertisers, who, after all, are the chief source of income to the publisher. The problem presented to the publisher is not a question of abstract theory but the choice between material success and failure, a matter of bread and butter.

Significant in the study of magazine propaganda is the fact that no one has ever felt that the problem merits the investigation necessary for a book or even an article upon the subject. In the college or public library of from fifteen to twenty thousand volumes there probably will not be a book devoting a paragraph, much less a chapter, to the consideration of the influence of periodical literature upon public opinion; the *Reader's Guide to Periodical Literature* does not, in the last ten years, list a single article under that heading. These facts are illustrative of the factor which makes the magazine an important vehicle for propaganda.

The two solutions proposed are: 1) Education; and 2) A state-owned press. The last mentioned plan would have the result of standardization rather than elimination. Careful consideration of the situation leads one to the conclusion that the only plausible method of escape from the present conditions is through education of the rising generation in the facts of the publishing business. Emancipation comes in part from being on one's guard.

THE CHALLENGE TO DEMOCRACY

By I. L. KANDEL, PH.D.

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Condensed from *School Management*, March, 1936, pp. 173-174

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Democracy, it is charged by those who seek to justify dictatorships or the totalitarian form of government, has failed and for the following reasons. Democracy is based upon the cult of individualism and the subordination of the state to the individual. The state instead of having a mission or destiny of its own thus becomes an agent to carry out the wishes of the individuals who make it up. This means that the emphasis is placed upon the rights of individuals without exacting corresponding obligations, duties, and willingness to sacrifice self for the state. Hence the democratic state merely exists to fulfill the selfish interests of individuals,

groups, and parties. Government by majority is only a sham and a delusion in which the majority in power for the time being seeks to get the most that it can for those who constitute, with the result that graft, corruption, and exploitation are rampant. The boasted equality of opportunities and high standards of living are mere illusions and have no existence in reality.

This is a real challenge to those who have been brought up and still have an abiding faith in the ideals of democracy, and it is reasonable to ask what the critics have to offer. Their answer is the totalitarian state under the control of a dictator or of a party. By totalitarianism is meant that condition in which the whole life of every individual in a state is directed and regimented in the interests of a particular ideology. It is immaterial from this point of view whether that ideology is communist, Fascist, or Nazi. Fundamentally and despite certain differences from the economic, political, and cultural points of view all the recent revolutions have this concept in common. The state is above the individuals that make it up; the state represents the conscience and the will of the people; it has a mission and destiny of its own and, once it is established, no individual has the right to criticize. The totalitarian state subjects the individual to its will; it represents a complete negation of the right of the individual to self-determination or self-expression; the interests of the state are above the interests of the individual, and duty and self-sacrifice on the part of the individual are more important than his rights, which come from the state to the degree that its interests determine.

Such a concept is diametrically opposed to the ideals of democracy and liberalism. It represents a retrogression in history. For, if one examines the history of mankind, it may briefly be summarized as a slow movement for emancipation from the thralldom of fears—fears of nature, personal slavery, political tyranny, and external controls, and coercion over life. On the positive side the history of mankind represents a struggle for personal freedom, for freedom of movement, freedom of opinion and expression, equality of opportunity, tolerance, and justice. In order to secure this freedom under constitutional government the individual has learned to accept certain responsibilities and obligations.

The question that those who believe in democracy and its ideals must ask themselves is whether the causes of failure which are alleged by the defenders of totalitarianism are inherent in democracy itself. And this is a question that should be of particular interest to all who are interested in education. Is there not some justification in the charge that we have taken democracy and liberalism too much for granted? Is it not true that in our schools we have not given enough attention to the development of "that American passion for democracy"? Has there not been an overemphasis on rights and freedom and too little attention given to the cultivation of a sense of duty and responsibility?

In this task of developing positive convictions about democratic ideals and in spreading that knowledge which alone can be the basis of sound judgment the modern educator has the support of the recorded statements made by the leading statesmen and publicists of this country on the relation of education to democracy. Thus wrote Washington, "Knowledge is in every country the surest basis of public happiness. In one in which the measures of government receive their impressions so immediately from the sense of the community as in ours, it is proportionably essential." "It grieves me," wrote President Adams, "to hear that your people have a prejudice against liberal education. There is a spice of this everywhere. But liberty has no enemy more dangerous than such a prejudice." Of the two great measures that Thomas Jefferson had at heart one was "that of general education, to enable every man to judge for himself what will secure or endanger his freedom." And so runs the ideal of American leaders—to protect democracy through education. Were they living to-day they would agree that one of the best methods by which our faith in democracy and its ideals can be confirmed and strengthened is by contrasting it with the substitutes which have been adopted elsewhere and which kill the identity of the individual by hiding it under the drab uniformity of a shirt—be it red, black, or brown.

DEVELOPING A MODERN CURRICULUM IN A SMALL TOWN

By ROBERTA LABRANT GREEN

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pp. 189-197

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310 West 90th Street, New York City

This report concerns the introduction of a progressive program into the six-year high school in Holton, Kansas, a county-seat town of three thousand population.

Because the change in program began in the English department, an attempt will be made to trace those changes, and then discuss the various new practices which developed.

As a basis for the work in composition in the seventh and eighth grades, the staff proposed to set up a simple social studies program closely related to the lives of the students. The pupils were told that they might choose between studying English composition from a text in the customary way, or basing their composition upon a study of their homes and home community. The vote was unanimously in favor of the newer plan.

It was agreed that the students should begin with their own homes, and that the first step should be making a list of all the materials that went into their homes. Perusal of any list showed that certain materials fell naturally under the same classification: brick, cement, plaster, marble; tin, copper, chromium; cedar, plaster board, pine; trees, shrubs, grass, bulbs, etc. So came the idea of classifying for convenience of study, and the following six groupings emerged: landscaping and grounds; woods and wood substitutes; metals; finishes; lighting and plumbing; and materials of masonry. Lighting and plumbing, the students decided, would be a bit too complicated for anyone but a science teacher to direct, so that list was laid aside; and woods and finishes were combined, leaving but four groups. Each pupil was then invited to choose the group of materials he preferred to study.

When the masonry group assembled as a unit to begin their study, they agreed, since they had no text, that each person should keep a written report of all his work, and further that because brick and cement were the most used masonry materials, study should begin with them. First came an examination of all library materials, which included an account of the Egyptian sun-dried brick made from sediment along the Nile; the Biblical account of the making of brick by the Israelites; the art of tile-making as developed by the Dutch, and present-day brick manufacture. Students also turned to local contractors and to old residents of the town, with such questions as why the town had so many poor and old brick walks; the different kinds of brick commonly used, their special uses and values, and relative costs; and what were the advantages of solid and veneer walls. All these topics presented occasions for oral and written reports as well as for interviews and class discussion. A similar procedure was followed in studying cement.

The study of marble and granite took a different turn—a trip to a local monument firm. Here the group learned about the quarrying and mining of stones, their texture, durability, relative costs, the wide variety of their colors, and the extent to which they are found, especially in the United States. The question of engraving the stones introduced students to a first-hand examination and trial of the old hand-hammer and chisel, the compressed air hammer, and the sand blast. A discussion of these led to two weeks spent in a study of the Industrial Revolution in England and of the modern machine and its effects upon civilization to-day, with special emphasis upon its effects in the United States.

Stone as a building material prompted a survey of all the buildings in town in which the materials of masonry were used. During this survey, the class became conscious of the extensive use of stucco, Kelly stone, and cement blocks for building, and of the small extent to which the beautiful and plentiful native stone was used. This led to discussions of relative values.

The 1934-35 program grew out of the work done the year before. The students decided to make a study of housing, half to study it from the standpoint of architecture and city plan-

ning, and half from that of utility and convenience. It is the latter group whose work is here summarized.

A list of requirements for decent, comfortable living was made. It was decided to make a house-to-house survey of the town to find out how nearly the homes came up to the standards set; then to see what could be done about it.

Some surprising facts were discovered: half the families in town had only wood and coal stoves for heating; a third had no city water; more than a third had outside toilets; and there were no sewers in one whole section of the town—facts probably no worse than those of most small towns, but worse than anyone had realized.

The class was asked to report its survey before a club of the leading business and professional men of the town. These fifty men were at first interested in the facts which the young people had uncovered and, from this, they became interested in the kind of school work that enabled students to make such a survey and report. Even the most casual observer could see the wide variety of legitimate English activities that were involved. Students answered questions and led discussion without hesitation, and assumed complete responsibility for the report.

The town mayor and the local housing committee asked for detailed copies of the findings of the class and a committee of students to work with them on the local housing program. This is working out in plans for extending sewers to all residents of the town, and for offering special inducements for a limited time to property owners to connect their houses with city water and sewers.

The English work here discussed covers that of only one section, and is used merely as an example. At the same time other classes were basing their composition work around studies of transportation and communication, foods and marketing, fuel and power, and other problems of social science, all beginning with the local situation.

So far, this account concerns the English program, but at the same time that it was developing, other departments were reaching out into the community.

Plans are being formulated for the coming year for further school-community projects: a little theatre group; a series of free public entertainments, musical, dramatic, informational; readers' and writers' clubs; open forums on present day social and governmental problems. Not all of these plans will become realities, but some of them are certain to develop.

In building such a community-school program, the greatest need seems to be that of carrying the community along with the program. Without such backing any school program becomes temporary and unstable, collapsing with slight changes in school staff. Let it become a part of the life of the community and it achieves a permanence and a value that is worth working for.

Digests

from

Lay Magazines

FAILURE IN SCHOOL

By JOHNSON O'CONNOR

Condensed from *The Atlantic Monthly*, March, 1936,
pp. 318-325

Published by The Atlantic Monthly Company,

8 Arlington Street, Boston, Massachusetts

A discrepancy always exists between actual accomplishment and inherent ability; few persons ever reach the goal within their power. In school and college the gap is least for average boys and girls. It is the exception whose grades fall short of what a knowledge of his capabilities leads one to anticipate, for, whether sluggish or brilliant, he who departs from normal finds the rate too fast or too slow.

Until recently it has been assumed that slowness in school evinced lack of intelligence. But during the last two decades a technique has been developed by means of which it is possible to measure capacity independent of its manifestation in the classroom. The original aim was to isolate the characteristics requisite to achievement in each occupation and profession and so guide boys and girls. Then the technique was turned to the study of retarded pupils with the aim of determining that characteristic which was wanting and examining it scientifically.

Some poor pupils lack ability; others possess too much. This article deals with the latter group. From the standpoint of the school they are indistinguishable from the dull, for both fail. Only painstaking measurements sort the one kind from the other.

The Human Engineering Laboratory at Stevens Institute of Technology purposes to diagnose educational and vocational problems and so to assist in solving them intelligently.

Some time ago the Laboratory measured one hundred members of a college freshman class. It arranged the individuals horizontally across the bottom of a chart in the order of mental aptitudes which a careful test had shown each to possess. It then plotted vertically for each his subsequent success in freshman year as shown by his average grade. A curve drawn to represent their general tendency rose steadily with ability until it reached the multi-gifted students, where it turned sharply down. Such boys differ sufficiently from the average to be likely to experience hardships.

The multi-aptitude student disparages advice. He needs data on which to base his own conclusions. In order to provide this information the Laboratory put a hundred college freshmen through the tests at the beginning of their course. It then indicated to each abnormally gifted student his place on the general curve, thus showing him impersonally his statistical chance of flunking out. The gifted group, warned in advance of their danger, led the class. A presentation of these facts scientifically is the first helpful step toward a realization of inherent possibilities.

The second step is the conscious utilization of each aptitude which can be measured. Then as life progresses the integration of the aptitudes unfolds into a complete pattern. Only eight mental elements can be measured by the Laboratory with sufficient accuracy to identify them in the boy or girl of school age. The total may exceed a hundred, but the conscious use of even eight is a step in the right direction.

Engineering aptitude, an inherent gift for visualizing three-dimensional structures, is measured by the time consumed in solving four simple, but carefully designed, mechanical puzzles. These puzzles are solved by engineers, surgeons, architects, sculptors, but rarely by bankers, accountants, and men in the advertising and merchandising field. The former class deal with solid form.

The pupil with engineering aptitude has one of the characteristics of the successful architect, engineer, and sculptor,

but may, because of this, find difficulty in school work. He tries to visualize Latin and French in three dimensions. He seeks the whys and wherefores of languages, and rebels at learning vocabulary and grammar by rote. He experiences the same sensations as the mature engineer who is drawn into a non-engineering occupation.

Tonal memory is another aptitude. It is essential to a musical conductor and probably to one who plays with an orchestra. For one who scores low in tonal memory, hours of drill may waste valuable time and be extremely discouraging. But for one who scores high, music gives a sense of accomplishment.

A third aptitude is *creative imagination*. It plays an important part in writing, advertising, creative work in music and the other arts, and in original work in science and engineering. A fourth aptitude, *accounting aptitude*, is requisite to school success. Unlike other aptitudes, its employment need not be consciously sought, for it is essential almost from the first day of school.

The boy who has a wide range of aptitudes but lacks accounting aptitude has not only the school difficulties attendant upon restlessness but the additional handicap of being without the one characteristic upon which schools call more than upon any other. In copying a theme his thoughts fly ahead of his place on the paper. Conscious of this tendency he wonders continually if he has slipped and reviews his work.

Between the ages of twelve and eighteen boys are ordinarily outstripped by girls, who, because of their higher accounting aptitude, do their homework more easily and quickly and arrange it more neatly. Sometimes the boy gives up all thought of continuing and takes a minor clerical job. Outside the clerical field this aptitude is not important, but this is hard to explain to the discouraged boy of this age.

When accounting aptitude is low enough to cause serious school trouble, four remedial steps may be taken. They are correction of eyesight, separation of thinking from its recording, greater speed, and intelligent selection of courses. Often an eye-examination and correction has raised a low accounting aptitude. Frequently a boy with low aptitude has been benefitted by thinking through to the end of the theme or

problem without the burden of pencil or paper. Sometimes the corrective is speed. A boy must drive his pencil to keep pace with his mind, not slow down his thinking to his pencil rate. Finally certain school courses like typing and stenography should be avoided. For one deficient in this aptitude such subjects are discouraging and ordinarily do not develop facility rapidly enough to warrant the time which they consume.

These eight aptitudes may be considered singly or in combination. Creative imagination and engineering aptitude are the characteristics of the inventor. Creative imagination and inductive reasoning are the characteristics of the writer, and the student who scores high in these should be encouraged to write for the school paper. One who scores high in tonal memory but low in accounting aptitude should sing or choose an instrument with only a single clef.

This research into the measurement of aptitudes was undertaken with the purpose of discovering the characteristics of successful men and women. But even to-day the Laboratory cannot define success. It can tell a boy his relative chances of earning a living in a number of different types of work. It can tell the chances of sticking to each type of work for a period of five years. It cannot tell the chances of finding real happiness in the work.

Whenever the Laboratory has an opportunity to measure an adult who seems in some way truly successful, it is always someone who has discovered a use for every aptitude which he possesses.

SOVIET EDUCATION TURNS RIGHT

By ADOLPH E. MEYER

Condensed from *The American Mercury*, January, 1936,
pp. 82-85

Published by The American Mercury, Inc.
Federal and 19th Streets, Camden, New Jersey

When Soviet education first came into being, it drew considerable praise from a large number of American schoolmen, particularly the adherents of our so-called Progressive Education. At bottom the Russians were actually putting

into practice many of the Americans' choicest pedagogical ideas. Indeed to read of Soviet education during this period is very much like reading a work written by almost any American pedagogue of the Progressive order.

One of the first American pedagogical inventions to caress the Russian realm was the Dalton Laboratory Plan. Created by Helen Parkhurst, it had first been put to work in a typical American high school at Dalton, Massachusetts. The plan seeks to let each pupil progress at his own rate of speed. To do this the traditional recitation has been thrown into discard. The teacher no longer teaches in the usual sense; instead he "guides and advises." The learner is more or less on his own. For every subject he gets a "job sheet" containing his assignment for a given period. If he is so inclined, and has the requisite ability, he may do the whole business in a day, or he may linger over it several weeks. In essence the Dalton Plan is not unlike the correspondence school technique, except, of course, the latter has completely exterminated all contacts between pedagogue and pupil.

Several things in the Dalton scheme caught the eye of the Soviet educator, but no doubt the thing that appealed to him most was the fact that a pupil was made to work according to a plan. Like his more mature comrade workers in the mills and fields, the learner at school was expected to produce a certain amount of work according to a schedule. If in quantity and quality he surpassed this, then so much the better. But if his production should lag, then obviously he is potentially a bad communist and needs to be improved at once. Despite its seeming possibilities, however, the original Dalton ritual wasn't altogether suited to the Soviet atmosphere. For one thing it had too much of a New England smack. Time is money was its slogan. In the words of Pinkevitch, the noted Moscow educator, the original plan was admirable in turning out "a bourgeois who conducts his affairs efficiently." Babbitts, in other words, and not communists. Then, too, the Dalton procedure was dedicated entirely too much to Rugged Individualism and hardly at all to Communism. That in these respects the plan was thoroughly overhauled before it was set down in the Soviet schools goes without saying.

If the Dalton Plan found plenty of backers among Soviet school men, then the Project Method found even more. Defined as a "purposeful activity worked out under conditions that approximate those of real life," the Project procedure strives to de-formalize learning by putting it "on the basis of a felt need." Where the Project Method is used, subjects are not usually taught as subjects. Nor is a textbook studied systematically and sequentially. Whatever subject matter the pupil acquires comes incidentally. The hypothesis is that the successful working out of a project will inevitably call for knowledge in the three R's, in geography, history, government, and so on. The more conservative pedagogue will deny this, or he will plead its inadequacy.

Almost from the beginning Soviet educators eagerly clasped the Project Method to their pedagogic bosom. But from the beginning also the authorities made it plain that unlike the American projects, their Russian counterparts must always deal with "socially useful work." The fact that projects could be so readily harnessed to the world in which the growing communist lived made the method attractive to the Soviet educational authorities. There were also other things in the method that appealed to them. In the first place, it served to put learning on a collectivist basis. It encouraged pupils to work together on a common undertaking. Then, by throwing out such routines as recitations, drill, and examinations it satisfied the Soviet urge to go to the left in pedagogy.

In at least one other important respect the Progressives left their mark on Soviet education. I refer to the general idea that children should be free and left to express themselves, and that their teachers should not hamper them unduly. Pupils were allowed to talk and move about; they were put more or less in charge of their own disciplinary problems.

In a short time Soviet schools developed into an educational Mecca for American Progressive pedagogues. Annually, boatloads of them flocked to Russia to observe Progressive Education at work. Among them were many front-rank educators, as, for example, Dewey, Counts, Washburne, Parkhurst, and others. They often took great pains to disagree with Russia's new political ideals, but they all seemed to

agree that by virtue of Progressive Education the Russian schools were leaping into world leadership.

When the Soviets began to install Progressive Education there were plenty of objections, usually ascribed to educational conservatism. Thus, even in Soviet Russia, it was difficult for many teachers to get enthusiastic over the New School. But the government always had the final say; and so it was always possible to brush conservative objections aside. So the authorities continued to apply Progressive Education on a large scale.

Despite what the authorities decreed, protests against the New Education did not entirely submerge. Even in important party conclaves doubts were increasingly cast on the magic of the New Pedagogy. The Dalton Plan and the Project Method in particular seemed to be suspect. The latter, writes Bubnov, a noted communist authority, is after all an American method "designed to educate an individualist who is able to stay afloat in a society based on competition." The New Pedagogy was failing to produce the anticipated marvelous results. In the Don region official investigations revealed that more than half the children of a given school were unable to copy a simple dictated passage. In fact, one-third of them could not write even one sentence without a mistake. Had these revelations been purely local, the situation would not have been so bad, but the disclosures were not local.

The Soviet devotees of the New Education argued that the poor results were due not so much to any weakness in Progressive Education theories, but rather to a host of other things such as lack of time, lack of properly trained teachers, and lack of equipment. But none of the arguments prevailed.

The first vigorous official blast against the New Pedagogy came late in 1931 when the Central Committee of the Communist Party decreed that "no one method should be accepted as fundamental." The order went out to commissariats of education "to liquidate the perversions of the laboratory method," and it was provided that hereafter "the accepted form of teaching in both the elementary and secondary schools must be classroom recitation based on a strict schedule and designed for a definite group of pupils." And teachers were directed to present their subjects "in a sys-

tematic and sequential way, the pupils to be trained in the use of textbooks." In other words, the Committee definitely put itself on record in favor of the old style education.

Before this, the subject of history had been generally held in low esteem. Dealing mainly with bourgeois doings, history was considered a study of no great importance to a self-respecting communist. However, it was pointed out that the great Lenin had once said that "only he could become a true communist, who knows how to enrich his memory with a knowledge of all those treasures which humanity has produced," words that were interpreted by Lenin's widow as favoring the study of history. Hence, the Committee deemed it a "major error" that "as yet no courses in history have been prepared." This assertion received a substantial boost when it was revealed that Stalin's own son, after years of schooling according to the New Pedagogy had not the slightest inkling as to who the first Napoleon was.

If the Dalton Plan and the Project Method were heaved out by the Committee, then so was the idea that the child should be free. Not only was the pupil made to attend classes according to schedule, he was to master fundamentals thoroughly. To insure this the Committee decreed that "a final examination at the end of the year is compulsory for all pupils." Principals and teachers were once more graced with authority and were made "responsible for the maintenance of discipline." Should any pupil still insist on expressing himself too strongly, he might be promptly and thoroughly squelched. Moreover, those "incorrigible pupils" who insult the school personnel, violate the school rules, and destroy school property "may be expelled."

The action of the Committee was a bitter pill for the American Progressives to swallow. They had been pointing to the Soviets as the shining example of what could be done when a whole nation installed Progressive Education in its public schools. Then suddenly the Soviets deserted and went over to the enemy. It was to say the least, most unkind.

YOU VS. CRIME

By HERBERT F. GOODRICH

Dean, University of Pennsylvania Law School

Condensed from *The American Legion Monthly*,
March, 1936, pp. 8-18

Published by The American Legion,

521 Fifth Avenue, New York

Whenever I hear of one of the current discussions on the problem of crime there comes back to me the old fable about the four blind men and the elephant. Obviously, the elephant had all the qualities separately attributed to him by the blind men, and equally obviously persons acquainted with only one side of a large thing are in no position to generalize about all of it.

Crime is not one problem but a whole complicated web of them. Few of us see more than one piece at a time. J. Edgar Hoover, Head of the Federal Bureau of Investigation of the Department of Justice, was quoted as saying: "Here at this meeting, a criminal is understood to be a criminal, with a gun in his hand and murder in his heart."

This is one side of the crime question. A criminal is a man of violence. Catch him, dead or alive, and if alive, remove him from the society he preys upon. A fine piece of work Mr. Hoover and his bureau do, and all good citizens are grateful. But there are many other types of social offenders than killers. What of the bank clerk who has "borrowed" just a few hundred dollars? Or this pretty young miss, defiant, restless, discontented with her meager home, ashamed of her parents, now classified as a "delinquent"? Then a college lad who has been out at a party. On his way home in his car he has hit a milk truck and seriously injured the milkman. Bad business. Something must be done about it.

A group of small boys has been caught throwing stones through windows in vacant houses. Houses mean something to their owners, and besides such conduct should not be allowed to go unchecked. It is clear that our crime problem has shifted from a straightforward question of arithmetic to

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This is one side of the crime question. A criminal is a man of violence. Catch him, dead or alive, and if alive, remove him from the society he preys upon. A fine piece of work Mr. Hoover and his bureau do, and all good citizens are grateful. But there are many other types of social offenders than killers. What of the bank clerk who has "borrowed" just a few hundred dollars? Or this pretty young miss, defiant, restless, discontented with her meager home, ashamed of her parents, now classified as a "delinquent"? Then a college lad who has been out at a party. On his way home in his car he has hit a milk truck and seriously injured the milkman. Bad business. Something must be done about it.

A group of small boys has been caught throwing stones through windows in vacant houses. Houses mean something to their owners, and besides such conduct should not be allowed to go unchecked. It is clear that our crime problem has shifted from a straightforward question of arithmetic to

one of those miserably complicated algebraic problems with several unknown quantities.

Another thing which clouds our understanding when we try to figure out a question of crime and punishment is the large number of objectives we seek to obtain by using the criminal law. We no longer put the condemned criminal into the arena to fight a starved lion while thousands watch and yell. Nor do we make his execution an occasion of general entertainment as they did in the England of Samuel Pepys' day.

There is still a great deal left of the vengeance notion. If the condemned wretch has appendicitis, modern medical science must be called in to nurse the patient back to health so that he may pay his penalty at the appointed time. A watch is put over him so that he cannot cheat the law by suicide. And if we decide that a man is not fit to live, isn't it better to permit him to coöperate with society without the bloodthirsty process of killing him?

We have extended the orbit of criminal acts far beyond its ancient scope of offences against the King's peace. Crimes of violence are included now as then—homicide, robbery, arson, rape, assault, battery. Also offences against property—larceny, embezzlement, forgery. We have penalties for many acts cared for earlier as a matter of church discipline—adultery and the like.

We use the criminal code to forbid innkeepers from providing sheets of less than a specified length and to regulate such acts as parking near a fire hydrant and peddling goods without a license. Our elephant grows to be a many-sided creature.

A former attorney general of Michigan compiled a list of nineteen explanations for the cause of crime. They ranged from lack of education to drugs and the reluctant attitude toward the church.

Laymen ordinarily think about crime and punishment as primarily a lawyer's problem. But lawyers have to do with only one part of the general subject. There are other parts probably more important where other people have more to contribute than lawyers. The most important parts are the concern of the whole body of citizens.

The prisoner's progress from the first presentation in court to his final incarceration or discharge is the lawyer's side of the elephant. The public may justly blame lawyers and judges if legal procedure is unduly slow, if it provides too many loopholes for the guilty to escape. But the public may not blame the lawyers if a jury lets a prisoner off when public sentiment demands his conviction. Here laymen represented by the jury have final authority and responsibility.

On the credit side of the crime problem, however, there is something to be written down. The American Law Institute, for instance, has drafted a model code of Criminal Procedure, and parts of it have been adopted in many states. State commissions in many places have given thoughtful attention to many reforms. Representatives from more than forty states have established an Interstate Commission on Crime to coöperate with men from the faculties of our law schools. All these things are good, but there is a great deal more to do.

One of the most important problems is the question of the kind of conduct for which you want to provide penalties. If you pass a law making an act a crime whenever someone does something of which you disapprove, you cannot hope to have anything like strict law observance by all of the community all of the time.

How far do we want to carry detailed regulation in the field of criminal punishment as a penalty for violation? Responsibility for dealing wisely with this problem rests upon the general public. The lawyer, of course, should have a voice in it. But he has no divine revelation which tells him the wise answer.

Then there is the question of the test for responsibility for acts done. Courts formulated certain rules about the subject. They said that a child under seven was not to be held responsible for crime. When it came to the problem of mental disease they floundered badly. But even to-day the psychiatrist will tell you how little he has learned. The facts must come from other fields of learning. The lawyer can then help put the facts to work.

Then the whole question of catching criminals reaches into the field of police administration, and that, in turn, takes one into the morass of politics.

A very important non-legal question is what to do with the criminal. Judges and parole boards have to deal with this problem. It is a problem of public policy. One need not be a sentimentalist to wish we could find some more intelligent way than the prevalent one of dealing with criminals. Permanent retirement from society of killers is absolutely necessary. With regard to other offenders we must find a way to treat them so that they won't come out of jail more dangerous than when they went in. The killers are only a small part of the human stream which flows past the judge in the criminal court.

Finally there is the problem of helping create the kind of environment which won't make criminals. Many are born offenders. Most, however, are not. Money spent in the promotion of boys' clubs is a mighty good investment for the public to make.

When we think about crime, we should not think of it as a technical question of law or lawyers or even the police. It is clear also that we should back away from any doctrinaire who says he has one formula that will solve the whole problem. To return to the elephant. Our inability to understand the full nature of his elephantine structure need not prevent us making our best efforts to understand and improve the separate portions thereof.

NEW YORK'S CHILD INDUSTRIALISTS

Condensed from *The Literary Digest*, February 15, 1936,
pp. 18

Published by Funk & Wagnalls Company

354-360 Fourth Avenue, New York

Three New York industrialists, who watched adolescent boys and girls on New York's teeming streets get into trouble, put their heads together and decided to organize a small group of these young people from the ages of sixteen

to twenty into a company to make its own products, sell them, and get the profits. The youngsters elected a board of directors, a sales and production manager, kept books, sold stocks to parents and friends, and declared dividends.

That was sixteen years ago. Now there are fifty-five such Metropolitan Junior Achievement companies in the New York metropolitan area. They have an office in the heart of the skyscraper district, under the guidance of J. S. Mendenhall.

"We get in touch with some neighborhood gang," said Mr. Mendenhall. "At first they are suspicious, but when they learn that it isn't charity and that they will have a chance through their own initiative to organize a money-making proposition along strictly business lines, they go for it in a big way.

"Each company has from eight to ten members, and is a separate and fully responsible unit with its officers responsible for the success of the enterprise.

"The companies produce wooden, metal, and leather goods, needlework, and other decorative articles. Each person spends at least two hours a week in the workshop under the guidance of volunteer craft leaders. Excellence in design and skilled craftsmanship make the articles readily salable and several clubs have attained such perfection that orders flood their workshops.

"The capital with which to buy raw materials and equipment is raised through sales of stock. Shares with a par value of from ten to twenty-five cents are sold to parents and friends, but the company generally retains forty per cent.

"During the past year every company has made a profit. The Oddity Shop in Flushing, N. Y., grossed three hundred dollars from its leather and metal business, and after paying such overhead costs as rent, light, materials, and wages (ten cents an hour), and laying aside a reserve fund with which to retire its stock and expand its work, the company paid a ten per cent dividend and a bonus to its workers.

"Taken from a purely social aspect, the movement has done a great deal to explode adolescent ideas of communism

and radicalism. It teaches the youth very realistically both the employer and employee side of business.

"Employers find that Junior Achievement-trained men and women easily adjust themselves to their jobs. Calls to headquarters for applicants to fill all sorts of positions are becoming increasingly frequent and numerous."

National Honor Society

Senior Society

CHANGE IN CONSTITUTION

The National Council considered at its St. Louis (1936) meeting and approved some optional sections in the model constitution for the Senior Society. This optional offering is to aid those smaller high schools that have found difficulty in having chapters of sufficient size to do effective work in their schools. Chapters may now substitute these optional sections for sections 3, 4, and 5 of Article II. To do this and since some slight changes may be necessary in order to adjust the new sections to local conditions, the chapter should adopt the new sections and send their new sections into the national headquarters for approval. On receiving notice that the changes are acceptable, the amended constitution will be in vogue. The optional sections follow:

ARTICLE II. SECTION 3. Candidates shall have spent at least one year in.....High School, and shall be members of the junior or senior class. Candidates eligible to election to the chapter shall have a scholarship average of from 85 to 90* per cent. This scholastic level of achievement shall remain fixed, and shall be for this chapter the required scholastic achievement for admission to candidacy for membership in this chapter, and all pupils who can rise in scholarship to or above such standard level shall be admitted to candidacy for election to membership. Their eligibility shall then be considered on their service, leadership and character.

SECTION 4. Members of the sophomore class may be chosen as probationary members of the chapter of the Senior Honor Society, if they satisfy all corresponding require-

*Insert local rating here.

ments placed upon candidates from the junior and senior class.

SECTION 5. Such probationary members shall have voice and vote in the chapter but may not hold office. If they maintain high standards and live up to the requirements of the chapter, they may be chosen to full membership in the chapter in their junior or their senior year.

WARNING

To High-School Principals, and
To Sponsors:

A number of manufacturing jewelers are broadcasting price lists of emblems of the National Honor Society at cut-rate prices. It is evident that these firms are anxious to make money through these efforts, and therefore, the products they are merchandizing are cheapened to the last degree. It would be very wise, on receipt of any of these price lists to write to the National Headquarters so that the central office can be apprised of these activities.

The National Honor Society is striving to improve the quality of the emblems. If unauthorized jewelers are encouraged, the accuracy of the design and the quality of the emblem will be impaired.

H. V. CHURCH, *Secretary*, National Honor Society.

EDUCATIONAL FUND

By BERTHA V. SALLEE, *Chairman*

Condensed from *The P.E.O. Record*, February, 1936, p. 19.

The Educational Fund of almost \$800,000.00 is a revolving loan fund granted to young women who are college students. These loans are supplemented by services of many kinds to assist in defraying the expenses of college residence. The work of the Educational Loan Fund girls is for the most part characteristic of her sex and characteristic of the section of country in which she lives. They do housework in homes

in return for their board and room. Some wait tables in cafes and restaurants. Many care for children. Because of the similarity of the requirements, many of our girls do work provided by the government for such students.

Several of our girls are assisting in college offices, in laboratories and in libraries. Some are giving music lessons and acting as accompanists. Some have picked berries, packed fruit and clerked in stores. Others have darned stockings for the girls in the dormitory, sold magazines and cosmetics. One cared for and propagated bulbs on the college campus. Others are tutoring, and—doing practically every type of work open to women.

With all this work is the Loan Fund Girl a mere drudge? Is she without charm, without honors, without recognition? Hardly!

Approximately one hundred recent cases, chosen at random, were tabulated. They showed that eighty-four per cent of our girls—the very girls concerning whose work we have just spoken—eighty-four per cent are honor students.

An outstanding fact concerning this eighty-four per cent of honor students is that, first, seventy per cent of them were elected to the National Honor Society in high schools; second, the scholarship, leadership, character, and service shown there continued to show through college.

Of this approximate one hundred random cases many have been awarded scholarships defraying tuition expenses for from one to four year courses. One was given a scholarship for a summer's study in Austria, another a year's study in Germany. Many were elected to membership in national scholastic and social organizations.

NATIONAL HONOR SOCIETY

About fifteen years ago the Department of Secondary-School Principals (then the National Association of Secondary-School Principals) organized the National Honor Society with the end in view of stimulating scholarship in the secondary schools of the United States. To-day there are over nineteen hundred chapters and these are in the best high schools in the country. The four objectives of the society are: to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character. Every high-school principal who has a chapter is enthusiastic over the productive results of this organization in his school. Direct all requests for literature to H. V. Church, 5835 Kimbark Avenue, Chicago.

WARNING

The National Honor Society has met with such great success that imitations are springing up in different parts of the country. These pseudo honor societies seem to have largely a commercial objective, and plan to exploit scholarship for financial ends. Members of our department are warned to beware of any plan to sell pins or emblems to pupils under the guise of scholarship, and are urged not to lend their aid or influence to such organizations.

The Department of Secondary-School Principals recommends only the National Honor Society and the National Junior Honor Society.

PRICE LISTS

(Direct orders for the following to H. V. CHURCH, 5835 Kimbark Avenue, Chicago.)

FOURTH PRICE LIST OF NATIONAL HONOR EMBLEMS

The prices of emblems were lowered during the summer of 1933, but the rising price of gold has made two subsequent increases necessary. Beware of unauthorized jewelers, their low prices, and their cheapened wares. The latest prices are below. ALL ORDERS SHOULD BE SENT ONLY TO THE NATIONAL HEADQUARTERS.

SENIOR EMBLEMS

14K Charm-----	\$3.63	14K Pin-----	\$2.78
10K Charm-----	3.00	10K Pin-----	2.34
Gold Filled Charm-----	1.60	Gold Filled Pin-----	1.00

(Our jewelers say gold filled pins will wear twenty years.)

ENGRAVING

Engraved letters or numerals, each 5c additional.

GUARDS

(If guard has more than one letter, or more than two digits, add twenty-five cents for each additional character.)

Guard (state letter or year) gold filled with chain-----	\$1.00
Guard (state letter or year) 10K with chain-----	1.25
Guard (state letter or year) 14K with chain-----	1.50

Allow ten days' time for letters or special numerals, twice the time in rush seasons.

These are remittance-with-order prices, and are postpaid. Add ten cents an emblem to the above prices if C. O. D. handling is desired. The C. O. D. fee is 25c up to \$10.00; 30c up to \$50.00; and to this should be added the 25c messenger service, besides the money order fee. It is too expensive to order C. O. D. Do not do it.

ALL ORDERS SHOULD BE SENT ONLY TO THE NATIONAL HEADQUARTERS.

SEALS AND MEMBERSHIP CARDS

Membership Cards—Since the organization of the National Honor Society there has been a growing demand for membership cards in the organization. Cards of membership, both for members of the National Honor Society and for the members of the National Junior Honor Society are now on sale. The cards (2½"x2½") are engrossed on a fine quality of cardboard, have the emblem of the Society embossed upon them, and require only the insertion of the name of the member.

The price of the cards is five cents apiece.

Seals—The Seal ($1\frac{1}{4} \times 1\frac{1}{2}$ ") is a gilt embossed sticker to be affixed on the diplomas of members of chapters. A replica of the emblem is embossed on the seal.

The price of the seals is five cents apiece.

NATIONAL HONOR MEMBERSHIP CERTIFICATES

In response to repeated demands, the Department of Secondary-School Principals has prepared membership certificates ($8\frac{1}{2} \times 11$ ") for members of the National Honor Society. These certificates are lithographed on artificial parchment with the die of a facsimile of the emblem stamped in gold. They sell for fifteen cents apiece post-paid.

ENGRAVED STATIONERY

So many requests for National Honor stationery have come in that a supply is now on hand to meet the demands. This writing material is designed for the use of members and sponsors of the chapters of the National Honor Society. The engraved letterheads with envelopes to match come in two sizes with prices as follows:

48 engraved sheets, $7\frac{1}{4} \times 10\frac{1}{2}$	} -----	\$1.00
48 envelopes, $3\frac{3}{8} \times 7\frac{1}{2}$		
48 engraved folded note sheets, $6\frac{3}{4} \times 10\frac{1}{2}$	} -----	\$1.00
48 envelopes, $3\frac{9}{16} \times 9\frac{1}{16}$		

These prices are post-paid. Remittance should accompany order, and orders must be approved by principal or by sponsor. Samples are sent on request.

PLAQUES

A bronze wall plaque has been designed and manufactured. Schools that have chapters of the National Honor Society will now have the opportunity of having this plaque. It consists of a solid bronze casting mounted on a walnut back. The size is thirteen by sixteen inches and the weight is ten pounds. A chain is furnished. All lettering, as well as the name of the school chapter and the emblem, is raised and polished above the bronze background.

The price is \$30.00, which includes transportation and packing.

THE NATIONAL JUNIOR HONOR SOCIETY

The National Junior Honor Society is patterned very closely after the Senior Honor Society. The Junior Society is designed for ninth and tenth grades in four year high schools, and for eighth, ninth, and tenth grades in junior high schools. This organization is now a going concern, and already there are a number of chapters, both in senior high schools and junior high schools. The national constitution, the model constitution, and booklet of information as well as the application blank will be sent on request.

EMBLEM, NATIONAL JUNIOR HONOR SOCIETY

The emblem is made in two grades: ten karat gold and gold filled. All pins have safety catch. The prices are as follows:

10K Pin.....	\$1.60	Gold Filled Pin.....	\$1.00
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These are remittance-with-order prices, and are post-paid. Add ten cents an emblem to the above prices if C. O. D. handling is desired. Engraved letters 3c each additional; guard with chain one dollar additional. If a guard is ordered, be sure to state whether a numeral, as '33 or '34, or an initial, is desired. (The C. O. D. fee is 25c up to \$10.00; 30c up to \$50.00; and to this should be added 25c messenger service, besides the money order fee. It is too expensive to order C. O. D. Do not do it.)

CERTIFICATES, NATIONAL JUNIOR HONOR SOCIETY

These certificates ($7 \times 8\frac{1}{2}$ ") are engraved on artificial parchment with a die of a facsimile of the emblem embossed in gold. They sell for ten cents apiece post-paid. Send remittance with order.

SEALS

The seals are in blue and gold, the colors of the Junior Society, and are priced at five cents.

PLAQUES, NATIONAL JUNIOR HONOR SOCIETY

A bronze wall plaque has been designed and manufactured. Schools that have chapters of the National Junior Honor Society will now have the opportunity of having this plaque. It consists of a solid bronze casting mounted on a walnut back. The size is thirteen by sixteen inches and the weight is ten pounds. A chain is furnished. All lettering, as well as the name of the school chapter and the emblem, is raised and polished above the bronze background.

The price is \$30.00, which includes transportation and packing.

POSTAL INSURANCE

Purchasers should bear in mind that all our merchandise placed in the mails is covered by insurance. Please report loss or damage in carriage of any purchase. Every shipment carries the following notice:

POSTAL INSURANCE

This parcel is insured

If the property contained in this package is damaged or any part of the contents lost, please report the extent of loss or damage at once to the Department together with the original wrapper of the parcel.

This insurance covers all parcels shipped by the Department of Secondary-School Principals, whether mailed first class, registered, unregistered, or parcel post.

Send all reports of loss with the original wrapper of the package to

THE DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS

5835 Kimbark Avenue, Chicago

Again, beware of unauthorized jewelers, their low prices, and their cheapened wares. Send all orders to the National Headquarters, 5835 Kimbark Avenue, Chicago.

Department Matters

PORTLAND MEETING

The Department of Secondary-School Principals will have two afternoon sessions at Portland, Oregon, on Tuesday and Wednesday, June 30 and July 1, 1936.

The program of the sessions will be published in the May *Bulletin*.

PUBLICATIONS OF THE DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS OF THE NATIONAL EDUCATION ASSOCIATION

(Direct all orders to H. V. CHURCH, 5835 Kimbark Avenue, Chicago)

The publications of the Department are Bulletins 1-61 and were issued from 1917 to the present. These issues are sent post-paid on receipt of price. A price list, which contains a description of the contents of each Bulletin, will be sent on request. Due-paying members may receive these publications at 50% off the list price. A descriptive list of recent issues is below:

Bulletin No. 42, May, 1932.

Fourth Handbook of the National Honor Society and National Junior Honor Society. This gives a history of the organization, rituals, and lists of chapters by states. (pp. 172).....\$1.00

Bulletin No. 43, December, 1932.

Abstracts of Unpublished Masters' Theses in the Field of Secondary-School Administration. Peabody Teachers College. (pp. 127).....\$0.50

Bulletin No. 44, January, 1933.

Secondary-School Abstracts, and Directory.....\$0.50

Bulletin No. 45, March, 1934, Proceedings of the Minneapolis (1933) Meeting.

Papers on Defense of American Secondary Schools, the State and Its High Schools (3), Curriculum (4), Economy (4), Directed Learning, Library (2), New Standards, Regional Agencies, Music, Art, Industrial Arts, Guidance, Cooperative Studies, Six-Four-Four Plan, Tests, Carnegie Commission; Junior High School: Curriculum, Learning Situation; Junior College: Taxes, Public Relations, Administration, Instruction.....\$2.00

Bulletin No. 46, April, 1933.

Meeting the Emergency in Education.....\$0.25

Bulletin No. 47, May, 1933.

Unpublished Masters' Theses, Minnesota.....\$0.50

Bulletin No. 48, December, 1933.

Economics in Secondary-School Administration, and an Objective Method of Selecting Members of the National Honor Society.....\$0.30

Bulletin No. 49, January, 1934.

Chapter Projects of a National Honor Society Directory for the Department of Secondary-School Principals.....\$1.00

Bulletin No. 50, March, 1934, Proceedings of the Cleveland (1934) Meeting.

Papers on the Technical High School (2), New Standards, Definitions of a Good High School (3), Standards Study Committee, Louisville Secondary Schools, English Course, Small High Schools, Guidance, Class Size, Attendance, Teaching Load, North Carolina Secondary Schools, Relation of School and College, Educational Imperatives, Pupil Welfare Needs, Economics, CCC Program, Social Studies, Aptitude Testing; Junior High School, Place of the Junior High School, Social Significance of the Junior High School, Curriculum for the Junior High School; Junior College, the Junior College Teacher, Problems of the Junior College.....(Out of print)

Bulletin No. 51, April, 1934.

Papers given at the Washington (July, 1934) Meeting. A Method of Electing Members of the National Honor Society.....\$0.30

Bulletin No. 52, May, 1934.

Tercentenary Celebration Committee reports on: Purpose, Community Celebration Programs, Publicity, Commencement Programs, Service Club Participation, and Tercentenary Bibliography.....\$0.30

Bulletin No. 53, December, 1934.

President Roosevelt's Proclamation, Papers on the Academic Training of Secondary-School Principals, and Development of the High-School Curriculum; National Junior Honor Society Ritual.....\$0.40

Bulletin No. 54, January, 1935.

Tercentenary Celebration Contests; Some Honor Society Activities. Also a Directory of Members. (92 pp.).....\$1.00

Bulletin No. 55, Proceedings of the Atlantic City (1935, Tercentenary) Meeting.

Papers on First American Secondary School, Guiding Philosophies of Secondary Education (2), Three Hundred Years of Education for Girls, To-day's Characteristics of Secondary Education, Private Schools and Secondary Education, Leisure and Secondary Education, Handicaps of Secondary Education, Finances, Curriculum (2), Methods, Teacher Training, and the School and Democracy. (180 pp.).....\$2.00

Bulletin No. 56, April, 1935.

Investigations in Applying and Extending the National Survey of Secondary Education: Horizontal Organization, Vertical Reorganization, Provisions for Individual Differences, Program of Studies, and Guidance and Extra-Curriculum Activities. (62 pp.) \$0.50

Bulletin No. 57, May, 1935.

Forty Years a Schoolmaster, William A. Wetzel. A Nation-wide Printing Project. Results of the National Honor Society Referendum.....\$0.50

Bulletin No. 58, December, 1935.

Paper on Present Day Trends in Secondary Education: Digests of Articles in Recent Magazines: Two methods in Choosing Members of the National Honor Society and Schemes for Rating Character, Leadership, and Service. Directory.....\$1.00

Bulletin No. 59, January, 1936.

Report of the Committee on Orientation of Secondary Education, Thomas H. Briggs, chairman.....(Add postage, 9c) \$1.00

Bulletin No. 60, March, 1936.

Proceedings of the St. Louis Meeting.....\$2.00

Bulletin No. 61, April, 1936.

Papers on the National Youth Problem.....\$0.50

Bulletin No. 62, May, 1936.

Abstracts of Recent Doctoral Theses on Secondary Education\$0.50

CERTIFICATES OF RECOMMENDATION

The Department of Secondary-School Principals has been distributing uniform certificates of recommendation for over ten years. At first they were sent out free to the members of the Department, but the demand for the certificates became so great that the printing and mailing charges became a burden to the treasury. Therefore, a change was made.

The blanks are used in transferring pupils from one secondary school to another and particularly from high school to college. The certificates are sent post-paid at the following prices:

NEW PRICE LIST

Mailing from	100	200	500	1000
Chicago				
1st zone	\$1.60	\$2.70	\$6.10	\$10.10
2nd zone	1.60	2.70	6.15	10.15
3rd zone	1.65	2.75	6.25	10.25
4th zone	1.65	2.75	6.45	10.50
5th zone	1.70	2.85	6.55	10.65
6th zone	1.70	2.90	6.65	10.90
7th zone	1.75	2.90	6.80	11.15
8th zone	1.75	2.95	7.10	11.40

Twenty per cent discount to dues-paying members.

STANDARD HIGH-SCHOOL PERSONAL RECORD BLANKS

The standard record forms which were approved by the Department of Secondary-School Principals at the meeting at Boston are now printed on cardboard suitable for vertical filing systems. This card, 5x8, is especially designed for small and medium size high schools.

Space is provided on these blanks for scholarship records for five years. The extra year is included for pupils of four-year high schools who may desire to do graduate work. It is recommended that six-year junior-senior high schools use separate cards for the records of the junior and of the senior schools.

When the guidance information called for in the lower right hand corner seems to be of a changeable nature, as would often be true of such items as "Vocational Preference" it is suggested that it be written in pencil so that it can be erased and changed when necessary.

The schedule of prices, post-paid, follows:

NEW PRICE LIST				
Zones	100	200	500	1000
1 & 2	\$1.70	\$3.00	\$6.00	\$11.00
3	1.75	3.05	6.10	11.15
4	1.80	3.10	6.20	11.35
5	1.85	3.15	6.30	11.55
6	1.90	3.20	6.45	11.70
7	1.95	3.30	6.60	11.95
8	2.00	3.40	6.75	12.10

Twenty per cent discount to dues-paying members.

POSTAL INSURANCE

Members should keep in mind that all our merchandise placed in the mails is covered by postal insurance. Please be prompt in sending in notice of loss or damage in transit of any purchase. Every shipment contains the following:

POSTAL INSURANCE

This parcel is insured

If the property contained in this package is damaged, or any part of the contents lost, please report the extent of loss or damage at once to the Department together with the original wrapper of the parcel.

This insurance covers all parcels shipped by the Department of Secondary-School Principals, whether mailed first class, registered, unregistered, or parcel post.

Send all reports of loss with the original wrapper of the package to

THE DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS
5835 Kimbark Avenue, Chicago

GROUP LIFE INSURANCE

The Department offers to its members life insurance in its most inexpensive form. The salient features of the plan are:

1. Low premium.
2. No medical examination (with exceptions).
3. Total and permanent disability benefits. If an insured member becomes totally and permanently disabled, his insurance will be paid in monthly installments.
4. Conversion privilege. When an insured member leaves the profession to enter another profession or economic group, he may convert his group policy into any of the policies (except term insurance) customarily issued by the insurance company for the same amount at the current rates of the attained age.
5. Age limit is sixty-five years.
6. Individual policies. These show rights of insured, amount, and beneficiary.
7. Current protection. There are no savings, accumulation, or paid-up features. Insurance is for one year at a time, and is renewable each year, at the option of the insured member.
8. Amounts offered: \$3,000 for all ages from 21 to 47 (nearest birthday) inclusive. \$1,500 for all ages from 47 to 65 (nearest birthday) inclusive.

AUTOMOBILE INSURANCE

The members of the Department who own motor cars may now procure complete, sound automobile insurance protection with efficient nation-wide service at annual savings to our members.

Send for application blank, to H. V. Church, 5835 Kimbark Avenue, Chicago.

If you will fill the application blank and send it to the Executive Secretary, he will quote the special rate to members. When you receive this quotation, you can then decide if you can save money by accepting this special rate.

FIRE INSURANCE

A new service, fire insurance, is now open with reduced rates to our members. If you are interested, send for a blank to the Executive Secretary, H. V. Church, 5835 Kimbark Avenue, Chicago. The secretary will be glad to give you quotations.

OTHER INSURANCE

Perhaps the Department can effect you a saving in the following kinds of insurance: Accident, Earnings Replacement, Indemnity, Sickness, and any other type of coverage on insurance.

Write for information on insurance to H. V. Church, 5835 Kimbark Avenue, Chicago.

DEPARTMENT MATTERS

DEPARTMENT COMBINATION OFFERS

(All Subscription Rates Are for One Year)

Junior-Senior High-School Clearing House.....	3.00	
Membership in Department.....	2.00	
	COMBINATION OFFER	3.00
The School Review.....	2.50	
Membership in Department.....	2.00	
	COMBINATION OFFER	
	If both new	3.00
	If either a renewal	3.25
The Atlantic Monthly.....	4.00	
Membership in Department.....	2.00	
	COMBINATION OFFER	
	If both new	5.00
	If either a renewal	4.25
Highschool.....	1.40	
Membership in Department.....	2.00	
	COMBINATION OFFER	2.50
The Education Digest.....	2.00	
Membership in Department.....	2.00	
	COMBINATION OFFER	2.70
The New Republic.....	5.00	
Membership in Department.....	2.00	
	COMBINATION OFFER	5.00
Review of Reviews.....	3.00	
Membership in Department.....	2.00	
	COMBINATION OFFER	3.50
Survey Graphic.....	3.00	
Membership in Department.....	2.00	
	COMBINATION OFFER	3.00
The School Activities Magazine.....	2.00	
Membership in Department.....	2.00	
	COMBINATION OFFER	2.50

Write to the Executive Secretary if you desire a combination offer with some other periodical.

H. V. CHURCH, Executive Secretary, 5835 Kimbark Avenue, Chicago.

USE TYPEWRITER, OR PRINT; DO NOT WRITE

APPLICATION BLANK

DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION
5835 KIMBARK AVENUE, CHICAGO

I enclose \$2.00, for one year's subscription for membership, whereby I shall be furnished with all the publications and granted all the privileges of the Department of Secondary-School Principals, to begin..... 193.....
(Month)

Name
(Family) (Given Name)

Degrees
(Bachelor's, year) (Master's, year) (Doctor's, year)

Position
(First year here) (Title) (Name of institution)

Address
(To which mail should be sent)

Make all checks payable to H. V. Church, 5835 Kimbark Ave., Chicago, Ill.

THE BOOK-OF-THE-QUARTER CLUB

This is a new project undertaken by the Department of Secondary-School Principals in the hope that the secondary-school administrators will be stimulated to read the best professional books as they come from the press.

This venture will not become a reality unless the necessary number subscribe to the plan. It is hoped that the project can be started in September of this year.

The material used in promotion follows:

THE BOOK-OF-THE-QUARTER CLUB

of the

Department of Secondary-School Principals

To Secondary-School Men:

Every schoolman must, if he hopes to be successful, keep abreast of the times. Many books in our field issue from the press each year. Of these you should read at least four every twelvemonth. A Reviewing Board composed of the leaders in our sector of education will select for you the best professional book of each quarter. This Board consists of:

CHARLES H. JUDD, *Chairman*

University of Chicago

FRANCIS L. BACON,
Superintendent
Township High School
Evanston, Illinois

THOMAS H. BRIGGS,
Teachers College
Columbia University

GRAYSON N. KEFAUVER
Stanford University

LEONARD V. KOOS
University of Chicago

JOSEPH ROEMER
Peabody College for
Teachers

Wise secondary-school men will read the books that these men select for

THE BOOK-OF-THE-QUARTER CLUB

of the

Department of Secondary-School Principals

The books of the Club covering the year will be billed each quarter at 25% off to dues-paying members, 20% to others. An additional dividend, reckoned on the Rochdale plan, will be paid during the summer quarter to dues-paying members.

Fill in blanks, check beginning date, tear off at dotted line, and mail to

H. V. CHURCH

Executive Secretary

Department of Secondary-School Principals

5835 Kimbark Avenue, Chicago.

If you wish to be an up-to-date administrator of your school, join the Club by signing below.

I agree to pay the Department, on receipt of each book, for *four* books a year, selected one book a quarter by the above Board, mailed to me postpaid:

Name.....	Begin	
	June	15 <input type="checkbox"/>
	Sept.	15 <input type="checkbox"/>
Address.....	Dec.	15 <input type="checkbox"/>
	March	15 <input type="checkbox"/>

WARNING

A number of high-school principals are inquiring about *data sheets* sent out for a so-called *Junior Who's Who of America*. Before one participates in this venture, I suggest that he investigate this enterprise very carefully.

H. V. CHURCH, *Executive Secretary*.

A NEW COMBINATION OFFER

To members of the Department of Secondary-School Principals.

Consumers Union is an organization that has grown out of the strike difficulties of *Consumers Research*. Many of our members are familiar with service offered by the latter group; these will be glad that a favorable combination arrangement has been made with *Consumers Union*. Both *Consumers Union* and *Consumers Research* have a price of three dollars for their best annual service. This three dollar service of *Consumers Union* can now be offered to our members in renewal (or new) subscription to the Department as follows:

Department membership, annual.....\$2.00

Consumers Union, annual service.....\$3.00

Both for \$3.50. Send subscriptions to

H. V. CHURCH, *Executive Secretary*

5835 Kimbark Avenue, Chicago.

I hereby subscribe for full membership in the Department of Secondary-School Principals and to the complete service of *Consumers Union*, both for one year, for which I inclose my remittance of \$3.50.

Name.....

Address.....

Begin.....

Book Notices

Richardson, William L. *World Writers*. New York: Ginn & Company, 1936. Pp. 627. \$2.00.

This book embodies a wide selection of the masterpieces and outstanding examples of the literatures of all ages and countries, including the Orient, Greece, Rome, Italy, Spain, France, Germany, Russia, Scandinavia, England, Ireland, and America.

The arrangement, which is by types and chronologically within the types except in a few cases, affords the opportunity to make comparison of the same kinds of literary expression, whether by ancient or modern writers or by one country or another. There is a general introduction to the literature of the world as a whole, and each type, in like manner, has a type introduction. The contrasts and parallels of method and content are the more forcefully implanted in the memory by reason of the discussion helps and suggestions for further reading which follow each section.

Following the selections there is an outline of literature, which gives a critical study of world literature, country by country, and immediately following the outline of literature is the biographical dictionary and glossary which deals briefly with facts, dates, and comments and serves as a supplement to what is given in the body of the book.

The book is equipped with footnotes, literary maps used as end papers, and many illustrations. The index gives the pronunciation of those names which are difficult to pronounce.

Adler, Alfred. *International Journal of Individual Psychology*. Fourth Quarter, 1935. Chicago: International Publications, Inc., Publishers, 1935. Pp. 136.

Twelve eminent scientists record their experiences in applying successfully the theories and practices of Individual Psychology to problem cases involving many of the ills, per-

plexities, and woes to which humankind is variously addicted. Herein we find Individual Psychology entering in as an aid to the medical specialist; as an aid in the choice of a mate; in the prevention of neurosis; and in the problems of pupil characterization—to mention only a few of the vital subjects with which this issue of *The Journal* concerns itself.

In the article "Problems of Pupil Characterization" (which, incidentally, includes a very complete characterization chart) there is expressed a philosophy, in the following quotation, which lends itself as readily in the correction of other human errors, somatic or psychic: "Nobody has to cling to the character which he has chosen in his earliest youth; anyone may change it. All deviations of character, every form of problem behavior, can be traced to a faulty attitude toward life, acquired in the nursery. The Individual Psychological character interpretation brings to light that fundamental error; it is the task of education to correct it."

Re-education according to Individual Psychology takes a long time and requires a *systematic plan*. This is especially true in reference to the "basic tendency" or Individual Psychology, which is *encouragement*—encouragement which in many ways has been too lightly regarded.

A bibliographical list of literature and table of contents showing titles and contributors to Volume One, 1935, complete this edition.

Mullen, Sarah McLean. *How to Judge Motion Pictures*. Pittsburgh, Pennsylvania: Scholastic, revised edition, 1936. Pp. 64. 25 cents each, 30 or more, 15 cents.

This booklet will be an invaluable aid to teachers in developing in their students an understanding and appreciation of the social values and the literary and artistic merits of the motion pictures that they see.

The author discusses the essentials of theme; story; dramatic structure; characterization—acting, good and bad; speech, voice, diction; photography; light; sound, and so forth in the various chapters. A score card is provided for rating pictures.

"How to Organize a Photoplay Club" and "How to Join Scholastic Division 4-Star Clubs" are chapters that will furnish the inspiration for activities that will win the support of students, teachers, parents, theater managers, and camera dealers.

Whitney, Albert W. *Man and the Motor Car*. New York: National Bureau of Casualty and Surety Underwriters, 1936. Pp. 256. \$1.00. Ten or more, 45 cents.

In this book are gathered tested lessons for training in automobile driving. Its keynote is a trained intelligence as an effective preventive of accidents.

Clark, Frank Jones. *Guidance Working Materials*. Seattle, Washington: Mimeographed. Pp. 125. \$1.00.

In this manual are forty-six usable forms and cards, several outlines and many suggestions applicable to guidance work. Mail orders direct to Frank Jones Clark, Roosevelt High School, Seattle, Washington.

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